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ABSTRACT

A national survey of state-articulated student goals and outcomes led to the analysis of documents from four states for correspondence with the outcomes specified for age 3 in the conceptual model of the National Center on Educational Outcomes for Students with Disabilities (NCEO). In the survey, 36 states (including the District of Columbia) provided information about outcomes-related goals. Analysis of submitted documents addressing learner goals, objectives or standards found only four states (Florida, Maryland, North Carolina, and Washington) that included documents which addressed the age 3 level. Overall, the study found a moderate correspondence at the domain and outcome levels but an apparent lack of correspondence at the indicator level though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the levels of domains, outcomes, and indicators for Florida, Maryland, North Carolina, and Washington. Reports of the document analysis done for each of these states are provided. (DB)

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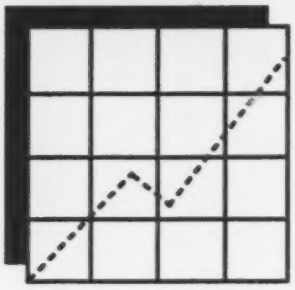
Technical Report 13



Matching State Goals to a Model of Outcomes and Indicators for Age 3

National Center on Educational Outcomes

The College of Education and Human Development
UNIVERSITY OF MINNESOTA

EC304859

in collaboration with

St. Cloud State University
and
National Association of State Directors of Special Education

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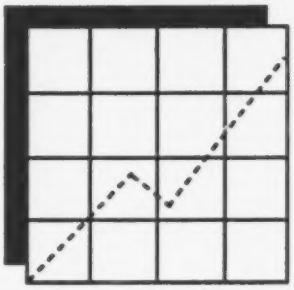

Matching State Goals to a Model of Outcomes and Indicators for Age 3

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National Center on Educational Outcomes

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August, 1995

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policymaking groups and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education and St. Cloud State University.

The Center is supported through a Cooperative Agreement (H159C00004) with the U.S. Department of Education, Office of Special Education Programs. Opinions or points of view do not necessarily represent those of the U.S. Department of Education or offices within it.

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Overview

In 1990, the President and governors of the United States agreed upon six national education goals. Their purpose was to help improve the quality of education by setting high standards and focusing on how well our society is able to achieve them. The original six goals (and two others) have become part of education reform law and at least ten different standards-setting groups have been working to set out guidelines of what U.S. students should know and be able to do. The passage of the *Goals 2000: Educate America Act*, along with other education reform initiatives such as the *School to Work Opportunity Act* and the *Improving America's Schools Act* (the former *Elementary and Secondary Education Act*) are designed to further stimulate standards-based assessment and reform in schools across the nation.

States have been following closely on the heels of these national reform initiatives. Within six months of announcing the national educational goals, 18 states had announced their own versions of the goals, and within one year 44 states had done so. Many states have gone on to articulate learner outcomes, objectives, performance standards, and benchmarks/indicators. And, building on the Goals 2000 work, most states are now using language that includes *all* students in their educational reforms, including students with disabilities.

At the same time that these reforms were initiated, the National Center on Educational Outcomes for Students with Disabilities (NCEO) began its work by identifying a conceptual model of outcomes and indicators appropriate for all students, including students with disabilities (Figure 1). Using a multi-attribute, consensus-building approach (Vanderwood & Ysseldyke, 1993), hundreds of stakeholders from a variety of perspectives (including national reformers, special educators, school administrators, teachers, parents, measurement experts, legislators, and representatives of advocacy groups) contributed to the articulation of eight major outcome domains.

The model articulates outcomes and indicators at key stages in a student's development: age 3, age 6, grade 4, grade 8, school-completion, and post-school. In Figure 2, the specific outcomes within each domain are provided for the age 3 level. Possible indicators of each outcome have also been identified. The overall design, from domain to outcomes to indicators, is shown in Figure 3 on the following page.

One of NCEO's activities is to check the extent to which there is correspondence between state articulated student outcomes and the outcomes specified in the NCEO conceptual model. This matching activity also gives us the opportunity to present an inventory of the outcomes and indicators that have been articulated by each state at the age 3 level. We believe this information will be useful to state and local level practitioners involved in the articulation of educational goals, performance standards, assessments, and curriculum frameworks at different age and grade levels.

Figure 1. NCEO Conceptual Model of Education Outcomes

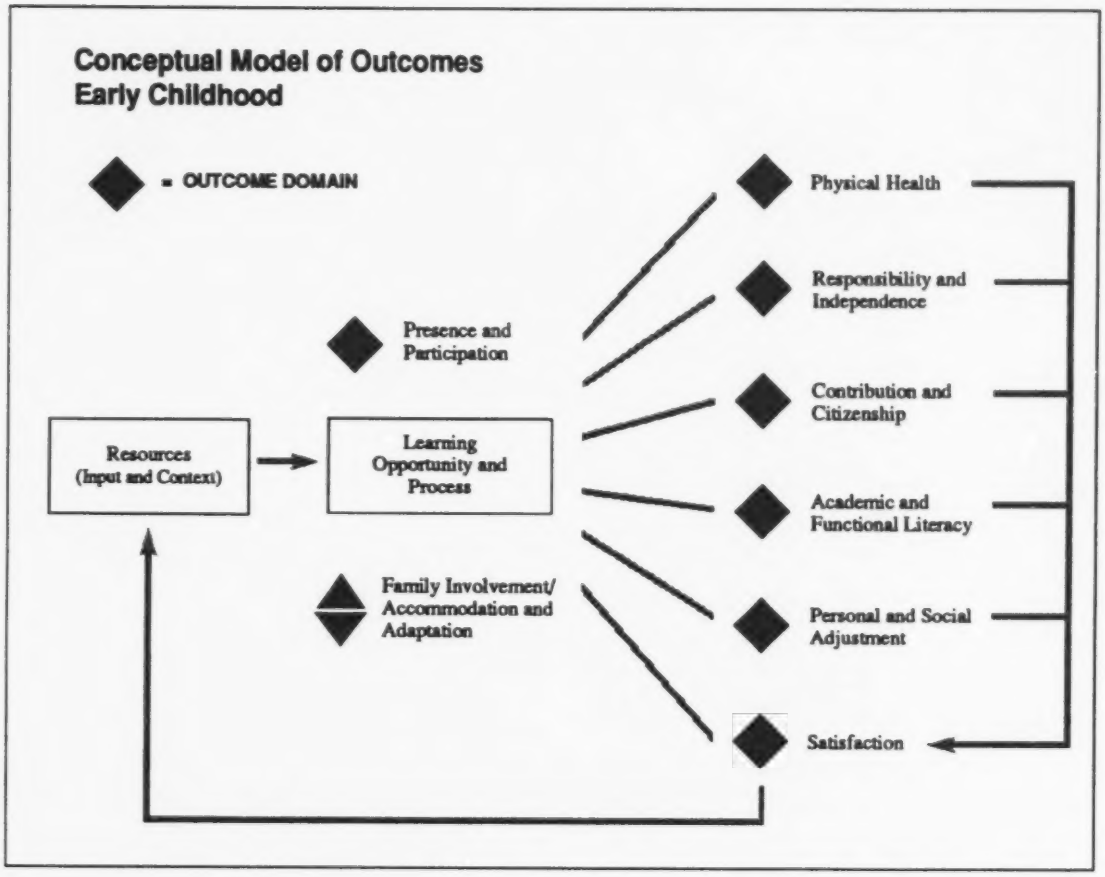
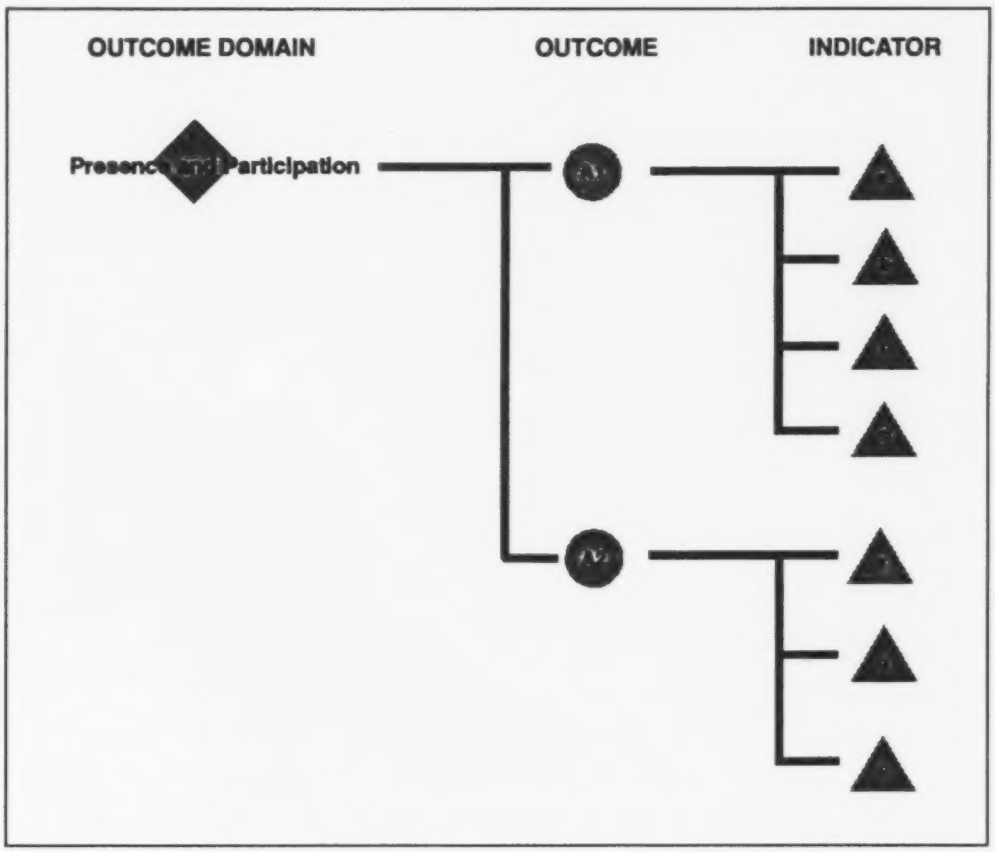


Figure 2. NCEO Outcome Domains and Outcomes at the Age 3 Level

OUTCOME DOMAIN	OUTCOME
A. Presence and Participation	A1. Is present in group activities A2. Participates in group activities
B. Family Involvement/Accommodation and Adaptation	B1. Demonstrates involvement and support for child's needs B2. Has access to resources to support the child B3. Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains
C. Physical Health	C1. Demonstrates normal physical development C2. Has access to basic health care C3. Is physically fit
D. Responsibility and Independence	D1. Demonstrates age-appropriate independence D2. Is responsible for self
E. Contribution and Citizenship	E1. Complies with age-appropriate rules, limits, and routines E2. Accepts responsibility for age-appropriate tasks
F. Academic and Functional Literacy	F1. Demonstrates competence in communication F2. Demonstrates competence in problem solving and critical thinking skills F3. Demonstrates competence in preacademic skills
G. Personal and Social Adjustment	G1. Copes effectively with personal challenges, frustrations, and stressors G2. Has good self image G3. Gets along with other people
H. Satisfaction	H1. Parent/guardian satisfaction with the services that children receive H2. Community satisfaction with the services that children receive H3. Child satisfaction with services

Figure 3. Design of Domains, Outcomes, and Indicators in Model



Method

The process of matching the educational goals, outcomes, and standards adopted by states to NCEO's list of outcomes and indicators included three distinct stages.

Stage 1: Obtaining State Documents

During the Spring of 1994, we mailed letters to all Commissioners of Education or State Superintendents requesting copies of their states' most recent student outcomes, standards, or goals document(s). In the Summer of 1994, we sent out a second letter to states from which we had not received responses. At this point, we asked nonrespondents to verify whether these documents (a) have not been published at the state-level, or (b) are under development. A total of 48 states (including the District of Columbia) responded, either submitting documentation or verifying that the documentation is not available or is currently under development and not available for review. Thirty-six states submitted some type of documentation. Of the states submitting documentation, three included information related to goals, outcomes, standards, or indicators that could be compared to the NCEO conceptual model at the age 3 level.

Stage 2: Selecting Documents to Match at the Age 3 Level

States have developed various documents related to state articulated education goals, outcomes, and standards. We selected the state documents that most specifically reflected learner goals, objectives or standards, and indictors, without delving into curriculum-level materials or state assessment test items.[1] When states submitted multiple types of documents, we considered them for inclusion in the mapping activity in the following priority order:

1. Statements of learner goals, objectives, outcomes, performance standards, benchmarks, and/or indicators that typically were related to state assessment systems;

2. Statements of curriculum standards or frameworks that include specific statements of learner goals, objectives, performance standards, benchmarks, or indicators;

3. Statements of state education goals;

4. Statements of educational program standards or opportunity-to-learn standards.

Only a few states target educational goals toward specific ages or grades of students. A number of states have a single set of goals that cover kindergarten through grade 12; others have clusters of age- or grade-related goals (e.g., K-3, 5-8, and 9-12). In many states, the grades or ages included in the cluster vary by subject or domain area. Unless a state had goals specifically addressing age 3 outcomes, we did not attempt to match goals to the NCEO model.

As a result, two NCEO staff independently reviewed the documents submitted by each state to (1) select the type of document that would be used in the matching activity, and (2) specify the age or grade levels that would be matched to the age 3 level of the NCEO model. Discrepancies between the reviewers were resolved by group consensus, and/or review by a third individual. The document used as part of the matching activity is listed and briefly described at the beginning of each state list of goals in Chart 4.

[1] Some of the terms used by states include goals, objectives, outcomes, standards, indicators, or benchmarks. We refer to them generally as state goals.

Stage 3: The Matching Process

NCEO's model is presented in three levels that become increasingly more specific: Domains, Outcomes, and Indicators. Matching was done at each of these levels in Charts 1-3. In addition, we present a listing of each state's goals that we used in the matching process in Chart 4. More specifically, the following sequence was used to complete the matching process.

State Articulated Goals: States' goals were first listed using their format as much as possible (see Chart 4). We then matched the NCEO domains, outcomes, and indicators to these state goals. Matches were first established at the domain level. If the state goal fit within the NCEO domain, a "deeper" match at the outcome and indicators levels was sought. The deepest possible match to the NCEO model is recorded in a space next to the state goal.

The Indicator Level: Using the information from Chart 4, we then reversed the process and matched the state goals to the NCEO model at all three levels: Indicator, Outcome, and Outcome Domain. If possible, matches were made first at the indicator level. If this were not possible, we then looked to match a state goal with an outcome, and then a domain. Chart 3, which shows the results of this process, contains an "X" at the deepest level of match. Thus, when an "X" appears at the domain or outcome level, the match is generally less precise than if it were at the indicator level.

The Outcome Level: If the state has *one or more* goals that fit under one of the NCEO outcomes (at the indicator or outcome levels), we put an "X" in the outcome box and also in the broader domain box (see Chart 2).

The Domain Level: If the state has *one or more* goals that fit under a specific NCEO domain (at any level), an "X" was put in the box for that domain (see Chart 1).

As is often the case in content analyses, the concepts included in state articulated goals do not provide a one-to-one correspondence with the concepts included in NCEO's domains, outcomes, or indicators. Thus, several decisions had to made by the reviewers. The following decisions provide an illustration of the reasoning used in the matching process.

The degree of specificity in the states' goals and the NCEO model are not always the same. Since the intent of our review was to examine the overall correspondence between state goals and the NCEO model, we sometimes match specific goals listed in the state document to an NCEO domain. A match with an NCEO domain, therefore, does not necessarily indicate the state has embraced all the NCEO outcomes and indicators within that domain.

The state goals sometimes contained more than one concept and seemed to fall under more than one NCEO domain, outcome, or indicator. In these instances, we matched the state goal to as many domains, outcomes, or indicators as seemed appropriate. Thus, the state goal *Children are actively involved as thinkers and communicators during group discussions* matches to three NCEO outcomes or indicators: (A2) Participates in group activities, (F2) Demonstrates competence in problem solving strategies and critical thinking skills, and (F1a) Percent of children who use verbal and nonverbal communication skills for self-expression and interaction with others.

NCEO's outcome indicators are written in the form of finding a percent of the number of students that meet a particular indicator. An example of an indicator is *Percent of children who have received age appropriate immunizations*. Most state goals are not written using this language. Although the form of measurement for the state goal may not be the same, the two were matched if the same general concept was discussed in both.

General Findings

The most obvious finding is that few states have articulated goals for prekindergarten-age children. Of the 30 states that responded to NCEO's request for documents, only four included information specific to young children (age 3). It should be noted, however, that a few additional states did submit information related to standards for early childhood programs and services. These standards, however, were not used in the mapping activity if they did not include goals related to at least one of the NCEO outcome domains.

The following trends emerged when state goals at the age 3 level were examined at the outcome domain level:

- Physical Health was the one outcome for which each of the four states articulated goals
- Three of the four states articulated goals for the following outcome domains: Presence and Participation; Family Involvement/Accommodation and Adaptation; Responsibility and Independence; Personal and Social Adjustment
- Two of the four states delineated goals that could be matched to the outcome domain "Academic and Functional Literacy"
- Only one of the states specified goals related to the outcome domain, "Satisfaction"

At a deeper level, we asked the key question: To what extent do these four states identify goals that correspond to the outcomes specified under each domain of the NCEO model? Of the 21 NCEO outcomes at the age 3 level, only four matched to the goals of at least three of the four states:

- Participates in group activities
- Has access to resources to support the child
- Has access to basic health care
- Demonstrates age-appropriate independence

The remaining NCEO outcomes were only inconsistently related to state goals.

We found very little overlap between the NCEO model at the indicator level and state goals for preschool age children. Only two indicators, both related to the same outcome (Has access to resources to support the child), were identified by three of the four states:

- Percent of families knowledgeable about community resources and programs needed by their child
- Percent of families who are connected to appropriate service providers/agencies

This apparent lack of correspondence at the indicator level may be due more to the degree of specificity being used by states than by a lack of conceptual congruence. In addition, the reluctance of states to articulate goals related to child development in favor of goals that focus on program standards contributes to the lack of correspondence to the NCEO model.

Reference

Vanderwood, M.L., & Ysseldyke, J.E. (1993). Consensus building: A process for selecting educational outcomes and indicators (Outcomes and Indicators Number 2). Minneapolis, MN: National Center on Educational Outcomes.

States Included in the Age 3 Matching

FL	Florida	NC	North Carolina
MD	Maryland	WA	Washington

Chart 1. State Matching to NCEO Model Outcome Domains

STATE	OUTCOME DOMAIN							
	A	B	C	D	E	F	G	H
FL	X	X	X	X				
MD	X	X	X	X	X	X	X	X
NC	X		X	X	X	X	X	
WA		X	X				X	

KEY:

A. Presence and Participation
B. Family Involvement/Accommodation and Adaptation
C. Physical Health
D. Responsibility and Independence
E. Contribution and Citizenship
F. Academic and Functional Literacy
G. Personal and Social Adjustment
H. Satisfaction

Chart 2. State Matching to NCEO Model Outcome Domains and Outcomes

NCEO DOMAINS AND OUTCOMES	FL	MD	NC	WA
A. Presence and Participation	X	X	X	
1. Is present in group activities	X	X		
2. Participates in group activities	X	X	X	
B. Family Involvement/Accommodation and Adaptation	X	X		X
1. Demonstrates involvement and support for child's needs		X		X
2. Has access to resources to support child	X	X		X
3. Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains	X			
C. Physical Health	X	X	X	X
1. Demonstrates normal physical development			X	
2. Has access to basic health care	X		X	X
3. Is physically fit		X	X	
D. Responsibility and Independence	X	X	X	
1. Demonstrates age-appropriate independence	X	X	X	
2. Is responsible for self			X	
E. Contribution and Citizenship		X	X	
1. Complies with age appropriate rules, limits, and routines		X	X	
2. Accepts responsibility for age-appropriate tasks		X		
F. Academic and Functional Literacy		X	X	
1. Demonstrates competence in communication		X	X	
2. Demonstrates competence in problem solving and critical thinking skills		X	X	
3. Demonstrates competence in preacademic skills		X	X	
G. Personal and Social Adjustment		X	X	X
1. Copes effectively with personal challenges, frustrations, and stressors		X	X	
2. Has good self-image		X	X	
3. Gets along with other people		X	X	
H. Satisfaction		X		
1. Parent/guardian satisfaction with the services that children receive		X		
2. Community satisfaction with the services that children receive				
3. Child satisfaction with services				

Chart 3. State Matching to NCEO Outcome Domains, Outcomes and Indicators

NCEO DOMAINS, OUTCOMES AND INDICATORS	FL	MD	NC	WA
A. Presence and Participation				
1. Is present in group activities				
a. Percent of children enrolled in early care and education programs (differentiated by type of program and enrollment of children with and without disabilities)	X	X		
b. Percent of children excluded or terminated from programs for typically developing children				
c. Absenteeism rate from day care, preschool, or other early childhood education programs		X		
d. Percent of children who received early intervention services who no longer need special education services				
2. Participates in group activities		X	X	
a. Percent of children who participate in family activities				
b. Percent of children participating in community with parents, siblings, or friends				
c. Percent of children enrolled in early care and education programs who are engaged in ongoing activities within those programs	X	X		
B. Family Involvement/Accommodation and Adaptation		X		X
1. Demonstrates involvement and support for child's needs		X		X
a. Percent of families with appropriate support to meet their child's needs				
b. Percent of families providing environments supportive of their child's education and learning				
c. Percent of family members who attend or participate in school/ community-based programs in which their child is enrolled		X		
d. Percent of children whose family system positively support their development		X		
2. Has access to resources to support child	X	X		X
a. Percent of families knowledgeable about community resources and programs needed by their child	X	X		X
b. Percent of families who are connected to appropriate service providers/agencies	X			X
c. Percent of families with adequate social and economic resources to appropriately parent children	X	X		X
d. Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children	X			
e. Percent of families living in safe environments (free of community and family violence, and substance abuse)				
3. Makes adaptations, accommodations or compensations necessary to achieve outcomes in each of the major domains	X			
a. Percent of children needing adaptive devices or skills who then use them to participate in activities in home, school, and community environments	X			
C. Physical Health	X	X	X	X
1. Demonstrates normal physical development			X	
a. Percent of children who are in expected range of growth and physical development				
b. Percent of children with appropriate nutrition (e.g., not obese or undernourished)				
c. Percent of children who have been abused or neglected				
d. Percent of children who have been accidentally poisoned or have had serious injuries that require medical attention				

NCEO DOMAINS, OUTCOMES AND INDICATORS	FL	MD	NC	WA
2. Has access to basic health care	X		X	X
a. Percent of children who have received age appropriate immunizations		X		
b. Percent of children who receive health care supervision including education, diagnosis, and treatment services				X
c. Percent of children who have had a dental exam and appropriate treatment				
3. Is physically fit		X	X	
a. Percent of children who actively engage in developmentally appropriate large motor play activities		X	X	
D. Responsibility and Independence			X	
1. Demonstrates age-appropriate independence	X	X	X	
a. Percent of children who initiate and follow through on activities		X		
b. Percent of children who separate easily from parents/guardians in familiar and comfortable situation				
c. Percent of children who can occupy themselves without continuous adult involvement		X		
2. Is responsible for self			X	
a. Percent of children who can feed themselves with limited assistance				
b. Percent of children who can use the toilet with limited assistance				
c. Percent of children who can dress themselves with limited assistance				
E. Contribution and Citizenship		X	X	
1. Complies with age appropriate rules, limits, and routines		X		
a. Percent of children who participate in simple routines in familiar environments		X	X	
b. Percent of children who follow simple rules/limits		X		
2. Accepts responsibility for age-appropriate tasks				
a. Percent of children who help with simple tasks in natural environments		X		
F. Academic and Functional Literacy		X	X	
1. Demonstrates competence in communication		X	X	
a. Percent of children who comprehend and effectively use verbal and nonverbal communication skills for self-expression and interaction with others		X		
b. Percent of children who follow directions/respond to simple commands			X	
2. Demonstrates competence in problem solving and critical thinking skills		X	X	
a. Percent of children who demonstrate an understanding of cause and effect				
b. Percent of children who begin to participate in problem solving		X		
c. Percent of children who demonstrate curiosity, persistence, and exploratory behavior in play and age-appropriate activities		X	X	
3. Demonstrates competence in preacademic skills		X	X	
a. Percent of children who demonstrate an interest in books and listening to stories		X	X	
b. Percent of children who demonstrate an understanding of basic relational concepts			X	
c. Percent of children who begin to recognize that symbols/objects can be used to represent other objects and events		X	X	
d. Percent of children who participate in and enjoy the arts		X	X	
G. Personal and Social Adjustment		X	X	X
1. Copes effectively with personal challenges, frustrations, and stressors		X	X	
a. Percent of children who deal appropriately with frustration and unfavorable events in age appropriate ways				
b. Percent of children who differentiate familiar from unfamiliar people, settings, and situations				

NCEO DOMAINS, OUTCOMES AND INDICATORS	FL	MD	NC	WA
2. Has good self-image				
a. Percent of children who demonstrate a positive sense of self-worth			X	
b. Percent of children who perceive themselves as competent		X		
c. Percent of children who demonstrate an appropriate range of affect/ emotions		X	X	
3. Gets along with other people		X	X	
a. Percent of children who initiate and respond to social contacts with other children		X	X	
b. Percent of children who engage in extended social interactions with other children			X	
c. Percent of children who engage in appropriate play with other children including parallel, associative, and emerging cooperative play skills			X	
d. Percent of children who initiate and respond to social contacts with adults			X	
e. Percent of children who appropriately express needs to other children and adults				
H. Satisfaction				
1. Parent/guardian satisfaction with the educational services that children receive		X		
a. Percent of parents/guardians who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs				
b. Percent of parents/guardians who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs				
c. Percent of parents/guardians who are satisfied with their own level of involvement in educational decision making (differentiated by individual, local, and state)				
2. Community satisfaction with the services that children receive				
a. Percent of providers who are informed of and know how to use early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs				
b. Percent of providers who are informed of and know how to use early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs				
c. Percent of providers who are satisfied with their own level of involvement with service-related decision making and delivery of services				
d. Percent of community (policy makers, members of the business community, general public) who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs				
e. Percent of community (policy makers, members of the business community, general public) who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs				
3. Child satisfaction with educational experience				
a. Percent of children who enjoy their participation in early childhood settings				

Chart 4. NCEO Codes for Outcome Domains, Outcomes, and Indicators Matched to State Goals.

The following pages list the states' goals as they appear in their amendments. For each of them, we have indentified the corresponding NCEO codes.

Florida

Documents Utilized

Blueprint 2000: A System of School Improvement and Accountability (June 1993)
Transition System: Companion to Blueprint 2000 (1993)

Background

Since 1985, Florida has had curriculum guides that identify the course content and intended outcomes for all courses in grades 6-12. Districts must adopt student-performance standards for each course based on these guidelines. In 1991, the legislature established a commission on student-performance standards, which identified 10 performance standards based on the competencies identified by the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Schools (SCANS). The content and performance standards describe student learning at different grade levels (e.g., K-3, 4-5, 6-8, and 9-10). In 1993, the state began developing pre-K-12 curriculum frameworks that will identify the essential content in each subject and give sample benchmark outcomes. They will not include state-mandated performance standards.

Note: The following goals did not apply to and were not matched to the NCEO model for age 3: Graduation Rate and Readiness for Postsecondary Education and Employment, Teachers and Staff, and Adult Literacy.

Florida

READINESS TO START SCHOOL		NCEO CODE
	Communities and schools collaborate to prepare children and families for children's success in school.	
Standard 1	Before entrance to Florida public schools, children have received appropriate health and social services so the optimum learning can occur for each child.	
	OUTCOMES An agreement exists among the school, school board, HRS, and, when appropriate, other organizations, agencies, and medical practitioners in the community, which:	
1.	Provides all children and their families access to:	
	comprehensive health services, including physical and dental examinations;	B2b, B2c
	developmental, occupational, speech, hearing, visual, and mental health screenings; and	B2b
	further evaluation for any potentially handicapping condition.	C
2.	Provides all children and their families access to:	
	therapeutic services indicated as a result of any abnormalities or deficiencies determined in the screening of children and families; and	B3a
	community service available in each school district to help children and families in need (as required by 229.594, Florida Statutes).	B2
Standard 2	At entrance to Florida public schools, children will be at a developmental level of physical, social and intellectual readiness necessary to ensure success as a learner.	
	OUTCOMES An agreement exists among the school, school board, HRS, and, when appropriate, other organizations and government agencies, which:	

Florida

	NCEO CODE
1. Provides all families access to comprehensive family support programs	
full-service schools;	
information and referral networks;	B2a
parenting resource support programs such as First Start and Healthy Start;	A2c
support programs for children with special needs and their families;	B3
parent programs in the work place; and	no match
public information opportunities (via the media) related to child development.	no match
2. Provides all families access to appropriate early education and child care programs that	
provide for the inclusion of children with disabilities in the least restrictive environment;	A1a
are available during appropriate hours to meet the needs of working parents;	B2
coordinate with schools to ensure an effective transition from preschool to school-age programs; and	no match
provide training to ensure high quality early childhood personnel	no match
3. Provides all student, including pregnant and parenting teens, access to programs that help develop	
appropriate family planning and parenting skills, including the nurturing of good family relationships and healthy children;	B2d, C2
self-sufficiency;	D1
understanding of the importance of completing educational goals; and	no match
knowledge of appropriate community resources.	B2a
KEY DATA ELEMENTS	
1. Schools shall report the number and percent of free and reduced lunch eligible kindergarten students in the school who participated in a preschool program (e.g. Pre-K Early Intervention, Head Start, subsidized child care, Pre-K disabilities, migrant Pre-K, nonsubsidized child care.	no match
2. Districts shall report the number and percent of 3-4 years old in the county and the number/percent being served in a preschool program (e.g. Pre-K Early Intervention, Head Start, subsidized child care, Pre-K disabilities, migrant Pre-K, nonsubsidized child care).	A1a
5. Districts shall report the number and percent of children identified through child find systems and receiving services in and ESE program prior to kindergarten.	no match
6. Schools shall report the number of children served in the Teenage Parent Program by the age group birth to 3 years old and 3-5 years old.	no match
7. Districts shall report the number of Healthy Start infants screening positive for risk factors.	no match
8. If a program exists in a district, schools and districts will report the number of children served through First Start and/ or Even Start, compared to the estimated prevalence in the district.	no match
9. Schools shall demonstrate, through a portfolio, that family education opportunities have been made available in the community for families with children birth to five through programs such as Florida First Start, Even Start, Community Resource Mothers and Fathers, etc.	B2
11. Schools and districts shall report the number and types of agreements with appropriate agencies, such as HRS, other governmental agencies, community-based service providers, public libraries, or medical practitioners, to provide children and their families with medical, psychological, and social services. The agreements may be negotiated at the school level or at the district level on behalf of the schools. The agreements shall be approved by the school board and shall address all the components of Standard 1 and 2 (see "School Board Responsibilities for Development of Agency Agreements," page 6). Schools are encouraged to develop additional assessments which address any of the outcomes in these two standards.	no match

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Document Utilized

Learning Outcomes in Mathematics, Reading, Writing/Language Usage, Social Studies, and Science for Maryland School Performance Assessment Program (May, 1990).

Background

In December 1989, the Maryland State Board of Education established the Maryland School Performance Program, a systematic outcome-based approach for promoting student achievement and school performance. One component of this program features the development of new criterion-referenced assessment batteries in key subject areas for students in grades 3, 5, 8, and 11. The learning outcomes are broad in scope and will guide test contractors in their work with Maryland teachers and curriculum supervisors in the development of the assessments. The learning outcomes are mandatory. They are tied to the state assessments, which are part of a statewide accountability system for schools and school districts.

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STANDARDS FOR IMPLEMENTING QUALITY PREKINDERGARTEN EDUCATION		NCEO CODE
1.0	**PROGRAM ADMINISTRATION**	
Standard 1.1	A written philosophy is used as the basis for program planning, implementation, evaluation, and modification.	no match
	INDICATORS	
1.1.1	The concepts in the school system philosophy are consistent with those in the Maryland State Department of Education's philosophy for the early learning years.	no match
1.1.2	The philosophy is shared in written form with all personnel in each school who administer and implement the program.	no match
1.1.3	The philosophy is evident in program practices at the school classroom level.	no match
Standard 1.2	The prekindergarten program is supervised, administered, and implemented by certified early childhood personnel	no match
	INDICATORS	
1.2.1	The program supervisor has at least two years of satisfactory experience in working children ages 0-9 and one of the following: 18 credit hours in early childhood education, and undergraduate or graduate degree in early childhood education, or state certification in early childhood education.	no match
1.2.2	The supervisor informs the principal at each school about the practices that should be evident in a developmentally appropriate program.	no match
1.2.3	The supervisor provides feedback to program staff at each school about their progress in implementing a developmentally appropriate program.	no match
1.2.4	The prekindergarten teacher has state certification in early childhood education.	no match
1.2.5	A paid assistant is assigned to each prekindergarten classroom on a full-time basis.	no match
1.2.6	The assistant has a high school diploma or equivalent and experience in working with young children.	no match
Standard 1.3	Systemwide policies are used a the basis for efficient and effective prekindergarten program operation at each school.	no match

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	INDICATORS	
1.3.1	The school uses a policy developed by the school system to recruit children for the prekindergarten program.	no match
1.3.2	The children in each prekindergarten session are representative of the communities the school serves in terms of socioeconomic level, race, and ethnicity.	no match
1.3.3	Twenty children are enrolled per prekindergarten session.	no match
1.3.4	The school system develops an attendance policy for prekindergarten. The school uses the system's policy.	A1c
1.3.5	Each prekindergarten session operates for a minimum of 150 minutes daily, five days a week, excluding breakfast and lunch.	no match
1.3.6	The school system ensures that each program has the materials and supplies it needs to implement a developmentally appropriate program.	no match
1.3.7	The school system identifies a person to provide instructional support to prekindergarten through first grade staff at each school.	no match
1.3.8	The person who is identified to provide instructional support is qualified by education, training, and/or experience.	no match
1.3.9	The school system recognizes schools that meet the standards of quality identified by the Maryland State Department of Education and National Association for the Education of Young Children (NAEYC).	no match
1.3.10	Each year, the school informs parents in the community about Maryland's law pertaining to school entry age and explains the options it provides.	no match
2.0	**PREKINDERGARTEN PROGRAM OPERATION**	
Standard 2.1	Each school system has a board-approved prekindergarten curriculum that supports the development of the total child and provides for planned and systematic learning through the use of appropriate.	no match
	INDICATORS	
2.1.1	The curriculum reflects the goals and subgoals for prekindergarten as set forth by the Maryland State Department of Education	no match
2.1.2	The curriculum identifies what skills or dispositions are to be fostered in each development area.	no match
2.1.3	The content of the curriculum is appropriate in terms of the developmental characteristics of young children and how they learn.	no match
2.1.4	The curriculum is sufficiently broad to enable the teacher to meet the needs and enhance the strengths of children with varying levels of maturity and ability.	no match
2.1.5	The teacher's written plans correspond to the school system's curriculum and indicate that thematic, integrated approach is being used. The written plans encompass the total day.	no match
2.1.6	The teacher can explain how each days plan addresses children's needs and enhances their strengths, contributes to their understanding of the concept or theme, and promotes continuity with previous learning experiences.	no match
2.1.7	The teacher can explain how each days plan encourages discovery and higher-order thinking skills.	no match
2.1.8	The daily schedule provides for teacher-directed and self-initiated learning with the emphasis on the latter.	D1a
2.1.9	The daily program reflects variation in content by providing for psychomotor activity, literature, verbal and artistic expression, math, experiences in the (social) sciences, and play with a wide variety of materials.	C3a, F, F3
Standard 2.2	Children's growth in all developmental areas is routinely assessed. Assessments of children are used for program planning and implementation.	no match

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	INDICATORS	
2.2.1	Children's growth in the cognitive, communicative, creative, socioemotional, and physical domains is informally and routinely assessed.	C, F, G
2.2.2	Informal and routine assessment consists of observing children's performance and interactions and listening to them as they talk.	no match
2.2.3	Information elicited from parents about each child's experiences at home is taken into consideration in program planning and implementation.	no match
2.2.4	Information about child's growth and development is systematically collected and recorded throughout the school year. Such information may include samples of children's work, descriptions of their performance and anecdotal records.	no match
2.2.5	In addition to informal methods, a formal procedure is used to share information with parents, at regular intervals, about their child's growth and development and performance in school.	no match
2.2.6	Standardized testing is used only on an individual basis. When a child is formally tested his/her parents are informed in advance.	no match
2.2.7	Any standardized test that is administered to a child is valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. This is determined by a careful review of the reliability and validity information that is provided in the technical manual that accompanies the test.	no match
2.2.8	When a child is tested, information about the test and test and test results is shared with the child's parents. Any interpretation of test scores describe, in non-technical language, what the test covered, what the scores do and do not mean (common misinterpretations of the test scores) and how the results will be used.	no match
2.2.9	The school does not administer a standardized test to all children in the prekindergarten program at each school.	no match
2.2.10	Each child's permanent record indicates the type of preschool program in which (s)he participated prior to first grade such as Head Start, nonpublic preschool, child care EEEP prekindergarten, Chapter 1 prekindergarten.	A1a
Standard 2.3	All children have equitable opportunities to learn through teacher-directed and self-initiated experiences that match their needs, interests, and developmental levels.	D1a
	INDICATORS	
2.3.1	Active learning dominates the total day. Minimal amounts of time are spend getting ready, sitting and listening, and waiting. Music, poetry, fingerplays, riddles, and language or thinking games are used to eliminate children's wait time during transitions.	A2c
2.3.2	No use is made of dittos or workbooks and passive learning methods.	no match
2.3.3	The teacher involves every child in a directed learning experience every day.	no match
2.3.4	For the purposes of teacher-directed learning, children are not organized into fixed ability groups.	no match
2.3.5	Teacher-directed learning is not implemented using a system of three group rotations.	no match
2.3.6	Teacher-directed learning is presented in the context of the child's world and relates in a meaningful way to children's real-life experiences.	no match
2.3.7	Teacher-directed learning is carried out in a manner that enables each child to be an active participant. When manipulatives are used, enough are provided so that children can participate simultaneously.	no match
2.3.8	Over time, teacher-directed learning addresses children's needs and interests and builds on their strengths in all developmental areas. Teacher-directed learning helps children become competent artistically, motorically, social, linguistically and intellectually.	C3, F1a, F3d, G
2.3.9	Children's self-directed learning is facilitated by the use of learning centers. These include but are not limited to: dramatic play (not limited to housekeeping), blocks,	D1a

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	art (not limited to easel painting), library (reading-listening), reading-writing, mathematics, sand/water, and games/puzzles.	
2.3.10	Each center has a wide variety of materials and activities (see Appendix).	no match
2.3.11	Activities and materials in each center enable children to explore the current theme, reconstruct the teacher-directed learning activity, repeat experiences, demonstrate what they know, and experiment with new ways of thinking, e.g., the teacher is able to initiate different responses to some of the same materials.	no match
2.3.12	A procedure is used to help children think about and plan their activities in the learning centers.	no match
2.3.13	The teacher and assistant use strategies that help children carry out their plans with sustained effort. During children's self-directed activities, the teacher and assistant promote children's engagement and facilitate their learning by asking open-ended questions, suggesting alternative ways of doing something, modeling, commenting, encouraging experimentation, acknowledging their efforts, and giving praise related to their performance.	no match
2.3.15	The teacher develops and uses a written record keeping system that describes the centers and the activities in the centers in which each child engages. The record keeping system is used to ensure variety in each child's choice of centers.	no match
2.3.16	Sufficient time is allocated to transitions for children to clean up and prepare for the next activity.	no match
Standard 2.4	Children have many opportunities to inquire about their environment, reflect on their experiences, and develop skill in communication by asking and responding to questions.	F1
	INDICATORS	
2.4.1	Children are encouraged to think and communicate their thinking in different ways by responding to many types of question. Such questions include: labeling (What is this called?) describing (How does it look? What does it do?) reconstructing past experiences (What did you do in the learning center today?), proposing alternatives (What is another way you could...?) making comparisons (How are they alike? What is different about them?) classifying (How did you decide to put these things together?), enumerating (How did you decide to put these things together?), synthesizing (What do these words make you think of, "candles, presents, cake"?), evaluating (Which painting in our museum do you like best? Why), predicting (What would happen if...?), and transforming (What should we do to make...? How do you...?).	F1a
2.4.2	Adults use techniques that enable children to have confidence in their own responses and respect of the responses of others. Such techniques include: creating a relaxed, non-threatening climate for inquiry, encouraging brainstorming, providing sufficient wait time before expecting children to respond, using an open response system (limited use of raising hands), encouraging children to take risks in making comments, asking "why" to gain insight into a child's response, extending children's responses, and providing corrective feedback that enables children to understand the appropriateness of their response in terms of reality.	G2b

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2.4.3	Children are actively involved as thinkers and communicators during group discussions. The teacher: asks questions at a variety of levels, asks questions that have many possible responses, encourages responses that are more than one or two words, provides sufficient time for responding, refrains from rewording or interpreting children's responses for them, encourages children to listen to and elaborate upon each other's responses, and listens to the children	A2, F1a, F2
2.4.4	Children are encouraged to ask questions and given assistance in formulating many types of questions and using more complex questioning strategies.	F1a
2.4.5	Children are provided hones and age-appropriate responses to their questions.	no match
Standard 2.5	The daily program immerses children in a wide range of communicative experiences and literacy events that promote their conceptual development, encourage them to express thoughts and feelings, and help them attain self-determined goals.	F1, G2c
	INDICATORS	
2.5.1	The total day is structured to facilitate children's oral expression. Children talk in order to express their needs, control And direct the behavior of others, solve problems, describe experiences, express views and feelings, impart information, demonstrate courtesy, clarify and reflect on their own thinking, imagine, have fun and pretend. Daily routines and activities: require only a minimum of quiet time, provide a familiar context for children to engage in discussions with each other, facilitate child to child talk more than adult to child talk, and enable adults to converse with children individually.	F1a, F2b, G1, G3
2.5.2	When children speak to adults, adults listen attentively and give them time to express themselves completely.	no match
2.5.3	Adults provide words to describe what children are experiencing and check their understanding of words that are spoken, read, or sung.	no match
2.5.4	The teacher helps children acquire practical listening skills such as listening for appreciation and comprehension and learning to value each other's ideas and points of view.	F1
2.5.5	Unit-related pictures and signs, functional print, and literacy products developed by children are displayed around the room and in the learning centers.	no match
2.5.6	The reading program is primarily based on language expressive approach. Children's daily reading experiences include activities such as: hearing and telling original stories, retelling stories form books, hearing and telling flannel board stories, learning nursery rhymes, fingerplays, and poems, dramatizing stories, nursery rhymes, and poems reading and re-reading pattern and predictable books, role playing and fantasy play, and using puppets.	F3a
2.5.7	The books that are read to children each day are identified and selected by the teacher during the planning process, reflect a wide variety of topics, styles, and structures, and support the theme.	no match
2.5.8	Adults read to children in the smallest groups possible so that the experience is personal and interactive.	no match
2.5.9	Children have daily opportunities to interact with books and print. Their opportunities include experiences such as:	F, F3a

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	reading and writing to carry out daily routines, e.g., attendance, planning and pursuing self-directed learning, choosing a group for story time, reading the snack menu, handling books; reading alone, to others, or into a tape recorder; reading functional print, e.g., newspapers, magazines, greeting cards, maps, product labels, and signs, using the classroom library, using the listening center, lap book reading (individual), discussing pictures, and presentations by authors.	
2.5.10	The writing program is primarily based on a process approach that enables children to do what they want or can "now." Children's daily writing experiences include small group and individual activities such as: dictating stories, writing books, rewriting pattern books, keeping a class diary or journal, developing functional print, e.g., signs, letters, cards, maps, recipes, directions, and labeling photographs, pictures, and art work.	F3
2.5.11	Adults encourage, facilitate, and provide many opportunities for interested children to engage in self-initiated writing for self-determined purposes with little or no emphasis on conventions.	D1a, F3
2.5.12	The alphabet is displayed at children's eye level in the writing center. A variety of word and alphabet games are available for interested children.	no match
2.5.13	The writing center and library are visually inviting and well-supplied with a variety of print materials. Adults encourage children to use both.	no match
Standard 2.6	Children's curiosity about natural, man-made, and social phenomena and their natural inclination to investigate and solve problems is nurtured and stimulated through a daily balance of guided and independent experiences in social studies, science, and mathematics.	F2b, F3
	INDICATORS	
2.6.1	Children use math to carry out daily program routines such as charting daily attendance or the weather, identifying the portions for snack, "paying" for snack with play money, and identifying if a particular learning center has its quota of children.	F3
2.6.2	Adult-directed and/or learning center activities provide daily opportunities for children to explore such mathematical concepts as whole number, fractions, shapes, measurement, position, sequence, order, and organizing data in classes, patterns, and graphs.	F3
2.6.3	Adult-directed activities in math are presented as meaningful and everyday problems that might be solved in different ways. Adult-directed and child-initiated math activities focus on the problem solving process. Adults encourage and help children find more than one answer or more than one way to solve a problem.	F2b, F3
2.6.4	Adult-directed activities in math are implemented so that each child has concrete materials to manipulate.	no match
2.6.5	Math vocabulary and concepts are introduced and extended through other curricular activities such as activities in music, literature, and science.	no match
2.6.6	The class and its experiences together are used as the basis for helping children learn about:	G3

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	themselves and their unique characteristics, similarities among people regardless of their race, sex, handicapping condition, behavior, appearance, and/or ethnic background, families, the perceptions, feelings, thoughts and intentions of others, responsible group participation, social problem solving, and multicultural traditions.	
2.6.7	The children's environment and personal experiences in it are used as the basis for engaging them in ongoing social living activities in which they: observe, describe, and discuss change (history), observe, describe, and discuss the earth's physical features (geography), make laws and identify the consequences of violating laws (citizenship), produce, distribute, exchange and consume goods and services (economics), and live as others live (anthropology, multi-cultural appreciation).	E1, F3, G3
2.6.8	Children engage in the processes of predicting, gathering data, drawing conclusions, and making generalizations in order to investigate natural and man-made phenomena.	F2
2.6.9	Science-related activities are presented as hands-on experiences in which children are encouraged to consider questions and solve problems. The focus of children's hands-on scientific investigations is on the process and their ability to communicate about the process and findings.	F2, F3
2.6.10	Technological aids, such as computer, are integrated into the exploratory activities that are ordinarily provided to children and do not replace concrete experiences and materials as the major vehicle for learning.	no match
2.6.11	When computers are available for children's use, the software is fun to use and emphasizes creativity and problem solving rather than drill and practice of isolated skills.	no match
Standard 2.7	Children's natural inclination to test their limits and re-create experience is nurtured and stimulated through a daily balance of guided and independent activities in music, movement, and the arts.	F3d
	INDICATORS	
2.7.1	Children play outside every day, weather permitting.	no match
2.7.2	As part of children's daily outdoor play or indoor activities, the teacher helps them acquire and refine fundamental movements including: locomotor movements: walk, run, jump, slide, skip, climb, leap, manipulative movements: throw, kick, strike, bounce, roll, catch, and stability movements: bend, stretch, twist, turn, balance, swing, dodge.	G3a
2.7.3	Children engage in creative movement experiences such as pantomime, responding to rhythms, and performing simple folk dances.	F3d
2.7.4	In addition to planned musical experiences, music is integrated into the total day.	F3d
2.7.5	Musical experiences include a balance of: listening to a wide variety of classical and contemporary music including music from other countries, singing simple songs, composing songs, making and playing instruments, learning about music-related words and concepts, such as tempo, pitch, intensity, and mood, and hearing stories about composers and listening to their music.	F3d
2.7.6	Children's art experiences focus on the exploration of materials, free expression, and the creative process. Children do not produce art on forms that have been cut-out by an adult or reproduce art according to an adult-made model.	F3d

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2.7.7	Adults may ask children question about their art but do not require them to dictate sentences about it or explain what it is.	no match
2.7.8	Sufficient materials are in the art center to enable children to freely choose the type of activities in which they will engage. Among children's daily choices are painting, cutting, pasting, constructing, modeling with clay, and drawing.	no match
2.7.9	Adults encourage to build with the blocks in alternative ways.	no match
2.7.10	Children observe and discuss works of art. Children's own art work and reproductions of great works of art are used to learn about art-related words and concepts, such as line, form, color, texture, pattern, and materials.	F3d
2.7.11	Children's art work is displayed with the artist identified.	F3d
Standard 2.8	Adults create an environment in which children can show initiative, act independently, and make choices. Adults observe, guide, and respect children as they strive for personal and interpersonal competence.	D1, D1a, D1c
	INDICATORS	
2.8.1	Adults treat each child with warmth, caring, and respect regardless of his/her socioeconomic, racial, or cultural background or behavior, sex, ability, or appearance.	no match
2.8.2	Adults model and provide opportunities for children to behave in age-appropriate ways that include: being playful, assuming responsibility for carrying out routine activities, exhibiting independence and initiative in planning their own learning, exhibiting helpful behavior, helping to develop and follow rules for the care and safety of self, others, materials, getting along with others; making friends, and being courteous.	D1a, E, E1a, E1b, G3
2.8.3	Daily program routines and activities are implemented in a manner that prevents behavior problems from occurring.	no match
2.8.4	Adults discipline children in positive, predictable, and constructive ways and deal with inappropriate behavior at the time that it occurs.	no match
2.8.6	The routines and activities of the daily program are implemented so that children have many opportunities to make choices.	D1
Standard 2.9	The prekindergarten environment evolves from children's needs, interests, and experiences; facilitates their independence, exploration, and discovery; and reflects their ideas, accomplishments, and products.	no match
	INDICATORS	
2.9.1	The environment is organized so that children can function in it with a minimum of adult direction.	D1
2.9.2	The space that is allocated to total group activity is large enough to enable children to sit and/or move without disturbing others.	no match
2.9.3	The location of and space that is allocated to each learning center facilitates the kinds of activities that take place in each one.	no match
2.9.4	Learning centers are separated so that all children can engage in activities of their choice without distracting or being distracted by others.	no match
2.9.5	The materials in the room are available for children's use and are otherwise stored in closets or cupboards.	no match
2.9.6	Displays of children's work reflect diversity and individuality. They do not reflect the standards of performances of adults.	no match
2.9.7	The total room is bright and cheerful but not visually overwhelming.	no match

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Standard 2.10	Children's health and safety are ensured throughout each program day.	no match
	INDICATORS	
2.10.1	Children are supervised by an adult at all times.	no match
2.10.2	The prekindergarten classroom is located in a clean, safe, well-lit and well-ventilated area.	no match
2.10.3	Furniture in the prekindergarten classroom is in good repair and appropriate in size for the children.	no match
2.10.4	Toilets and sinks are easily accessible to children. Children wash their hands after toileting and before eating.	no match
2.10.5	Materials and objects in the learning environment are clean and in good condition.	no match
2.10.6	Children's indoor space is free from bugs and insects, asbestos, and radioactive gas (radon).	no match
2.10.7	Poisons and other potentially harmful chemicals are always inaccessible to children.	no match
2.10.8	The outdoor play area is free of glass, litter, traffic, strangers, and other potential dangers.	no match
2.10.9	Over time, children learn about disease prevention, nutrition, first aid, accident prevention and personal safety in the classroom and out-of-doors.	C
2.10.10	School personnel maintain health records on each child, including information about immunizations, allergies, and chronic illnesses.	C2a
2.10.11	The school/teacher maintains emergency contact information on each child.	no match
2.10.12	Children are released only to persons who are authorized to pick them up. Specific procedures are developed and used to ensure the welfare and safety of children who are not picked up on time.	no match
2.10.13	Suspected incidents of child abuse and neglect are promptly reported to the appropriate persons and agencies.	no match
3.0	**HOME-SCHOOL COOPERATION**	
Standard 3.1	Cooperation between the home and school results in parental support of and involvement in the total school program.	B1
	INDICATORS	
3.1.1	Information about the program is given to parents at the beginning of each school year. The information includes: program philosophy and goals, program operation policies including procedures for non-attendance, program goals and classroom methods for attaining goals, school focus for home-school cooperation, expectations for parent/family participation, ways parents can promote learning outside of school, and ways parents can help children be successful in school.	no match
3.1.2	Children's legal guardians and other family members are involved in school-based activities. A log of their involvement is maintained.	B1c
3.1.3	Procedures are shared with classroom volunteers that enable them to work directly with children in developmentally appropriate ways.	no match
3.1.4	Specific strategies are identified and used to involve parents in their children's learning both inside and outside of school.	B1b
3.1.5	Staff take advantage of school and community meetings to interact with parents and build rapport for sustaining ongoing communication.	B
3.1.6	Communication with all parents is sustained through phone calls, notes, newsletters, parents sessions, and home visits.	B

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3.1.7	Information is shared with parents that promotes their understanding of children's growth and development and how young children learn.	B1d
3.1.8	Parents are involved in evaluating the program each year.	H1
4.0	**STAFF DEVELOPMENT**	
Standard 4.1	The school system and/or school seeks and provides professional development opportunities for the early learning staff in order to strengthen their competencies in planning and implementing appropriate and effective educational programs for young children.	no match
	INDICATORS	
4.1.1	At least once a year, building administrator meets with the prekindergarten staff to formulate or revise the framework plan that will be used as the basis for providing a developmentally appropriate program.	no match
4.1.2	The school system designs and implements a staff development program to ensure that the prekindergarten staff possesses the attitudes, information, and skills needed to implement a developmentally appropriate program. Prekindergarten and kindergarten staff may trained together.	no match
4.1.3	Each year the prekindergarten teacher participates in professional development opportunities that increase his/her knowledge of state-of-the art early childhood practices.	no match
4.1.4	the prekindergarten teacher has at least one opportunity to observe and/or work with an exemplary peer.	no match
4.1.5	The building administrators' (principal and assistant principal) understanding of the elements and methods involved in implementing a developmentally appropriate program are enhanced through participation in professional development activities.	no match
4.1.6	The program supervisor stays abreast of state and national early childhood perspectives through participation in activities sponsored by the Maryland State Department of Education and other organizations.	no match
5.0	**CONTINUITY OF LEARNING, PREKINDERGARTEN THROUGH GRADE ONE**	
Standard 5.1	Prekindergarten, kindergarten, and first grade are viewed as a single unit, each level of which accepts children as they are and provides age and individually appropriate learning experiences that enable each child to progress as far as his/her own developing interests and abilities allow.	no match
	INDICATORS	
5.1.1	Organizational practices for prekindergarten through first grade indicate that retention and transitional classes are not viewed as viable options to appropriate programming.	no match
5.1.2	The kindergarten and first grade curricula reflect the Maryland State Department of Education's philosophy for the early learning years and curricular frameworks for kindergarten and the content areas.	no match
5.1.3	The curriculum is continuous and sequential from prekindergarten through grade one.	no match
5.1.4	Kindergarten and first grade children progress at their own pace as their interests and abilities develop. Grade level boundaries do not determine where children begin or how far they are allowed or encourage to progress.	no match
5.1.5	The kindergarten and first grade curriculum are implemented in developmentally appropriate ways. Appropriate practices include: the use of integrated approach, little emphasis on isolated and decontextualized skill development, using children's play to develop problem solving and decision making skills, a daily balance of child-initiated and teacher-directed learning experiences,	A2c, D1a, F2b, F3d

Maryland

		NCEO CODE
	individual and small group learning most of the time, concrete and experiential learning with little use made of workbooks, dittos and passive learning methods, daily opportunities to learn by interacting with peers, daily opportunities for experiences in art, literature and music, and outdoor play, assessment through observation of children's performance and listening to them as they talk, and respect for individual and cultural differences.	
5.1.6	The kindergarten and first grade language arts program uses a holistic approach that includes: many daily opportunities for oral expression, responding to and asking questions at a variety of levels, learning to read by choosing what one reads; learning to write by choosing one's purpose for writing, reading and developing many forms of print (alone and in small groups), reading and writing to carry out daily routines, teaching skills when children need them in order to accomplish a larger goal rather than in the artificial order in which they are introduced in a basal reading or phonics program, teaching skills in small groups in ways that enable each child to be an active learner, limited reliance on a basal reading program, composing, telling, and re-telling stories and poems, reading to children every day, and integrating language arts with science, social studies, mathematics, and the arts.	A2c, F1a, F3, F3a, F3c
5.1.7	The math program is kindergarten and first grade focuses on problem solving and enables children to explore and discover mathematical relationships through firsthand experiences with concrete materials. Limited use is made of rote learning methods.	F2b, F3
5.1.8	School staff monitor and assess the effectiveness of the interventions provided to kindergarten and first graders who are identified as being at-risk on the basis of Early Identification and Intervention Process screening.	no match
5.1.9	Specific strategies are identified and used to involve parents in their children's learning both inside and outside of school.	B1
5.1.10	The principal and kindergarten and first grade teachers participate in professional development opportunities to maintain or increase their competencies in using developmentally appropriate practices with young learners.	no match
5.1.11	At least once a year the principal and early learning staff meet together to assess the quality and effectiveness of the program. Results of the assessment are used to modify and strengthen the program.	no match
6.0	**PROGRAM ACCOUNTABILITY**	
Standard 6.1	The school (system) evaluates its early learning program on and annual basis and uses the results to acknowledge its strengths and address its weaknesses	no match
	INDICATORS	
6.1.1	The school (system) participates in the process of self-appraisal using the Maryland State Department of Education's Standards for Implementing Quality Prekindergarten Education Programs.	no match
6.1.2	The school (system) participates in on-site program reviews conducted by the Maryland State Department of Education.	no match
6.1.3	The school (system) uses the results of internal or external program reviews as the basis for program improvement.	no match

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Maryland

		NCEO CODE
6.1.4	When beginning-to-end-of-year prekindergarten program effects are evaluated, multiple indicators are used.	no match
6.1.5	When a standardized test is used to evaluate beginning-to-end-of-year prekindergarten program effects, a random sampling method is used. No more than four children are tested per program site.	no match
6.1.6	The school (system) uses multiple indicators to evaluate the impact of prekindergarten participation on children's development and school performance at second grade and beyond.	no match
6.1.7	With the local superintendent's agreement, the school system participates in Maryland State Department of Education evaluations of the prekindergarten program.	no match
7.0	**COMPREHENSIVE PROGRAMMING**	no match
Standard 7.1	The school system provides leadership in promoting the establishment of comprehensive programs that meet the child care and early childhood education needs of families in the community.	no match
	INDICATORS	
7.1.1	The school maintains and updated list of licensed family and group care facilities and educational programs that are available to children ages 3-5. Information on the list identifies each program by name, location, type, and hours and days of operation.	B2a
7.1.2	The school maintains a list of before and after school programs that are available to young children. Information on the list identifies programs by name, location, type, and hours and days of operation.	B2a
7.1.3	The school disseminates information to parents about the early childhood education programs and licensed child care facilities in the community.	B2a
7.1.4	Data is accessible to the school that indicates the child care/early childhood education needs of families in the community, for example: the number of parents who need, but do not have affordable/accessible child care for their 3-6 year olds, the number of parents who need but do not have before and/or after school care for their elementary grade children, and the number of families who want but are unserved by educational programs for four-year-olds.	B2, B2c
7.1.5	School staff network with child care/education providers to whom or from whom their prekindergarten students go and come in order to ensure that the transitions are not disruptive to their healthy development.	no match
7.1.6	The school uses a transition form that enables staff to obtain information about children from their most recent previous child care/education providers. The transition form is used with each parent's written permission.	no match
7.1.7	The school (system) collaborates with other agencies in examining family needs for child care and early childhood education. Plans for expansion of the early childhood ecosystem take existing providers/services into consideration.	no match
7.1.8	The school (system) collaborates with other community agencies in order to increase parent's access to prekindergarten and/or licensed child care programs that encompass the full working day.	B2
7.1.9	The school facilitates the development and implementation of innovative programs that address the child care/educational needs of families in the community.	no match

North Carolina

Documents Utilized

Circle of Childhood (August, 1990)
Appendix C, Communication Skills Proficiencies: Grade Level Benchmarks (1993)
Overview: Mathematics K-8 (no date)
Competency Goals and Objectives, Information Skills (revised 1992)
Competency Goals and Objectives, Computer Skills (revised 1992)

Background

Since 1990, the state has had mandatory standards (called the "standard course of study") in computer skills, English/language arts, healthful living, information skills, mathematics, science, social studies and vocational education. The standards are grade-specific for grades K-12. Benchmarks in different skill areas have been developed as developmentally appropriate indicators of progress toward proficiency in these goals and objectives. The benchmarks are designed to enable teachers to assess student progress over time and in a variety of situations rather than to make promotion decisions. In 1989, the State Board of Education approved the piloting of a new curriculum, *Circle of Childhood*, that includes goals and objectives for children ages 3-5.

North Carolina

ASSESSING CHILDREN'S GROWTH (AGES 3-7)	NCEO CODE
I. SELF WORTH	G2a
Smiles frequently	no match
Explores the environment with confidence	F2c
Makes decisions	no match
Talks with adults and peers about activities	G3a, G3c
Tries again when mistakes are made	F2c
Expresses and accepts affection	G2c
Works cooperatively with one or two children for short periods of time	G3c
Accepts responsibility	D2
Develops good health and safety habits	C2
Identifies body parts and functions	F
II. VALUE AND RESPECT OF THE ENVIRONMENT AND PERSONAL RESPONSIBILITY	D, G
Takes turns	G3
Aware of others feelings/safety	no match
Responds to requests	F1b
Begins to show tolerance of others	G3
Listens to others	G3
Chooses playmates	G3
Begins to share with others	G3
Enjoys participation in group discussions and activities	A2, G3b, G3c
Begins to show self-control when interacting with others	G1, G3
Demonstrates good health/safety habits	C
Demonstrates self-help skills	D1, G1
Helps in efforts to clean and maintain, outside environment and the home	E

North Carolina

	NCSO CODE
Brings in items of nature to share	no match
Talks about the natural world	F3
Enjoys caring for plants and animals	no match
III. EXPANDS CURIOSITY THROUGH USE OF ALL THE SENSES	F
Asks questions	F2c
Explores the natural and physical environment	F2c
Talks about experiences	F1a
Tests limits	F
Enjoys books	F3a
Explores actions and operation of the body	F2c
Expresses surprise, wonder and excitement in new activities	F2c
Explores space	F2c
Uses all the senses	F
IV. PATTERNS AND RELATIONSHIPS	F
Begins to observe and make simples comparisons	F3b
Begins to draw, paint and talk about family members	F
Begins to verbalize own actions	F1a
Begins to describe objects using the senses	F
Begins to distinguish one animal from another, things that sing/float, loud/soft etc.	F3b
Indicate a notion of where things belong	F3b
Responds to music with whole body	F3
Sorts	F3b
Patterns	F3b
Measures (non-standard)	F3
Makes comparison leading to seriation	F2
Represents experiences and discoveries through drawings, graphs and the various forms of language	F3
Demonstrate beginning concept of numbers	F3b
Demonstrates non-standard measuring	F3
Beginning understanding of spatial relations	F3
Beginning to verbalize relations and transformations	F
V. EXPRESS AND REPRESENT THOUGHTS, FEELINGS, AND EXPERIENCES	F1, F2, F3, G3
Oral Language Stages	
Social Stages:	F1a
Egocentric talk	F1a
Associative talk,	F1a
Collaborative talk involving concrete thought.	F1a
Structural Stages:	F1a
Telegraphic speech	F1a
Structural omissions	F1a
Structural explorations	F1a
Functions:	F1, F2
Basic needs	F1, F2
Directs and persuades	F1, F2
Reports, questions	F1, F2
Predicts	F1, F2
Imagines	F1, F2

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North Carolina

	NCEO CODE
Solves problems	F2b
Plans	F
Tells stories	F3d
Relationship maintenance.	G3
Artistic Expression	F3d
Stages:	
Random scribbles	F3d
Longitudinal and circular scribbles	F3d
Naming	F3d
Floating figures	F3d
Base line	F3d
Use of Media:	F3d
Explores a variety of media	F3d
Uses media to solve problems	F3d
Uses media in non-traditional ways	F3d
Uses media to express emotions	F3d
Perception of Writing	F3c
Same mark over and over	F3c
Different marks	F3c
Special marks	F3c
Marks stand for something	F3c
Same letter in different ways	F3c
Words stand for something	F3c
Linearity and directionality	F3c
Invented spelling	F3c
Displays interest in making books	F3a
Explores books	F3a
Retells stories	F3a
Checks books in and out of media center and public library	F3a
Orientation to print at developmental level	F3a
"Reads" along with teacher	F3a
Begins to make sense of print at developmental level	F3a
Art Forms	F3d
Enjoys music	F3d
Explores voice and instruments to create sound	F3d
Uses objects which become people, animals and other things	F3d
Explores capabilities and limitations of own body	F3d
Uses body for solving problems, expressing thoughts and feelings and for discovering new concepts	
Engages in "becoming" experiences	F3d
Chooses games and materials, books, art materials	D1
Chooses a partner	G3a
Decides what to build	D1a
Chooses between wagon and tricycle	D1
Chooses between milk and juice	D1
Uses trial and method	F2c
Sorts and matches objects by size, color, texture or shape	F3b
Returns objects to storage unit by matching outline	F3c
Seeks help for things unable to do alone	G3d

North Carolina

	NCEO CODE
Explains how an activity is done	F1
Begins to work through personal problems	G1
VII. DEVELOP APPROPRIATE THINKING PROCESSES IN RELATION TO THE IMMEDIATE AND PERSONAL ENVIRONMENT.	F2
Makes statements, asks question	F1
Changes strategies	F2
Performs physical acts to solve problems	F2b
Reveals how he/she is bound by perception	F
Uses materials in original, imaginative ways	F
Believes what he/she sees even when evidence is presented to the contrary	F2
VIII. DEVELOP AND EXPAND CAPACITY TO USE LARGE AND SMALL MUSCLES IN IMMEDIATE AND PERSONAL ENVIRONMENT	C1
Uses a variety of materials and equipment	C3
Tries out new movements, using whole body (locomotive and	C3a
Moves in many different directions, at different speeds, with different force	C3a
Uses small muscles in painting, drawing, using manipulatives	C3

Washington

Documents Utilized

Subgroup on Learning, Outcomes, and Assessment- - Recommendations to the Governor's Council on Education Reform and Funding (June 1992)
Ready to Learn - Final Recommendations (June 1992)

Background

The Subgroup on Learning, Outcomes, and Assessment, as part of the Governor's Council on Education Reform and Funding, developed a set of recommendations for the Legislature in 1992 that included the specification of a set of student learning goals and demonstrated outcomes. The state is developing content standards in two phases. Goal 1 includes the basics of communication, mathematics, reading, and writing. Goal 2 includes the arts, health and fitness, science, and social studies. Standards describe student learning at three levels that roughly coincide with elementary, middle, and high school. Developmental indicators are used to illustrate mastery. Prototype tasks and sample scoring guides will accompany the standards. The standards will be mandatory for districts by the year 2000 and will be tied to statewide assessments.

Washington

	NCEO CODE
GOALS	
In order to promote an environment where every child is safe, healthy, and ready to learn, the social services, health and educational institutions must ensure the following:	
All of Washington's children and their parents will have access to health and social services, enabling the children to attend school physically, mentally, and emotionally healthy , and ready to learn.	B2, B2a, B2b, C2, C2b
The social and health services available to children and their families will be comprehensive, covering every stage of life when the development of a child and his/her ability to learn is affected.	B2, C2
The planning and delivery of social and health services will be integrated. Agencies delivering the services will work collaboratively and in conjunction with schools and parents to ensure that all factors affecting readiness to learn are addressed.	no match
All educational, health, and social services will be delivered to children and their families in a manner that is sensitive to and respectful of ethnic and cultural traditions and customs.	no match
All children, regardless of race, ethnicity or gender, will begin and continue the formal educational process with the support they need to be successful.	B1, B2
All educational, health, and social services will be delivered in a manner that values the need for strong and self-sufficient families, and has as its ultimate goal the empowerment of the parent to become the self-sufficient provider care to the child.	B, B2c
Where circumstances require government support, families must be empowered to make decisions about the quality and type of services most appropriate to ensure their children are ready to learn.	B1
EXPECTED OUTCOMES	
Every year, more children will be ready to learn, and will realize greater potential as students, because the stress caused by unmet social and health needs will mitigated.	no match
Young children will come to school with a better physical and emotional base to make the most of their educational experience.	C, G

Washington

	NCEO CODE
Children and their families will have better access to services available through a system with which they have regular contact.	B2b
Fewer barriers to services will exist because local providers will have developed the relationships that allow clients to choose easily among the services they feel are necessary to support their children in school.	no match
Local agencies will have greater flexibility over the use of funds, allowing them to provide more comprehensively the services requested by children and families.	no match
Local plans will be available that assess the needs in communities, identify the resources available to meet them, and show the priorities that communities have placed on different needs.	no match
Data will be available that follows the progress of the education, social, and health systems in addressing the needs of children and families.	no match
Schools will become community resources, used throughout the day and calendar year for a variety of purposes.	no match
Every year more families will become more active participants in their children's lives and educational experiences.	B1
Success will be measured by gains toward mutual agreed upon outcomes between local communities and the state.	no match